

center on **reinventing** public education

District-Charter Collaboration Compacts

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District-Charter Collaboration Compact

“The goal of the compact initiative is to improve collaboration and innovation between charter and districts schools to provide all students in a city with a portfolio of highly effective education options, accelerating 80 percent college readiness in the city.”

- Bill and Melinda Gates Foundation

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Charters need to start thinking about the long-term implications of their model. If they want to be a dominant player, they can't only admit students in a certain grade and reject mid year transfers.

– Superintendent

The district has a great teacher evaluation system that we would love to learn from. We've been pioneering performance pay and think we have a lot to share in that area. We just need to come together.

– Charter Leader

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Purpose

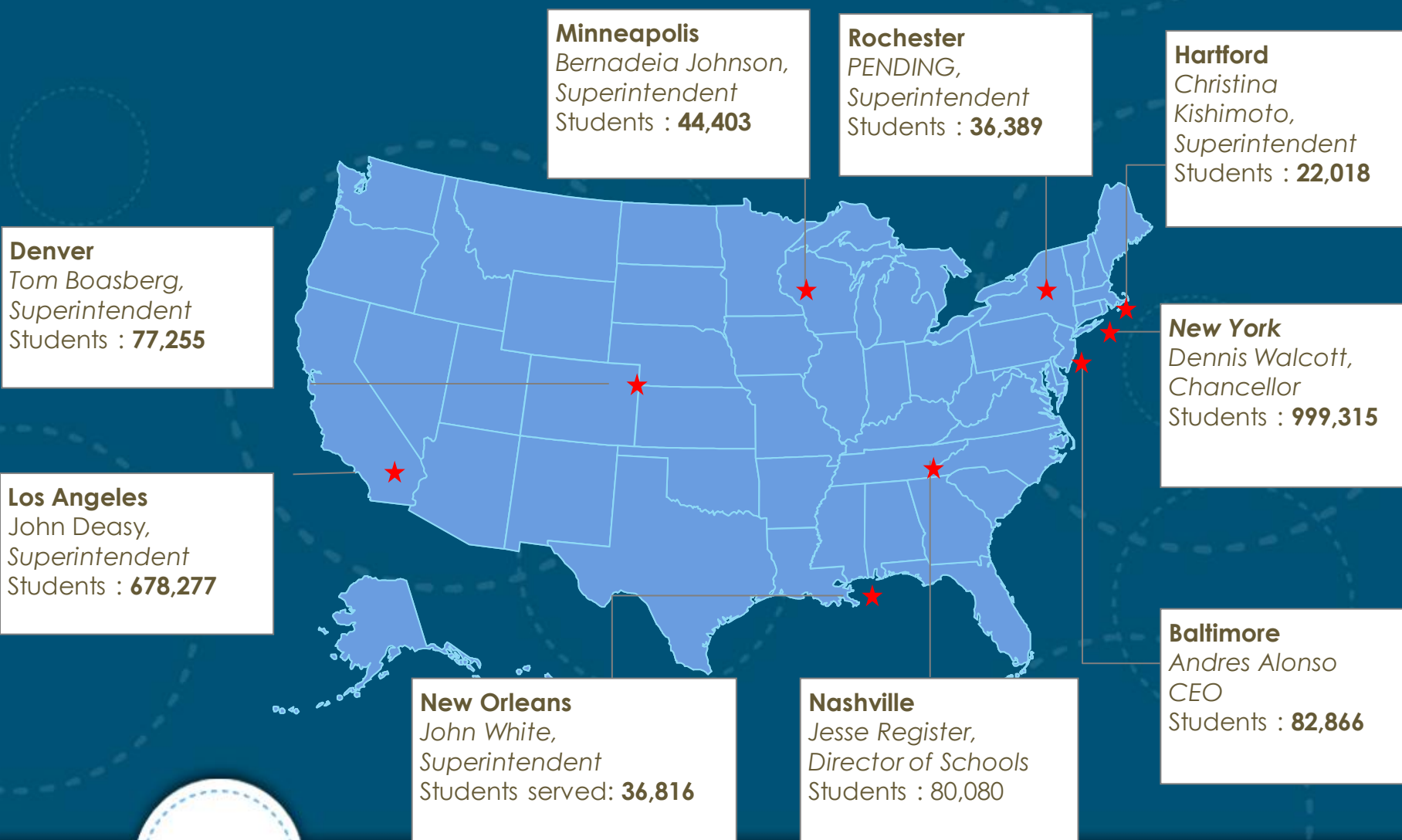
- Fundamentally shift the district-charter dynamic
- Transform the systems and incentive structures that foster *unhealthy* competition
- Tackle the most intractable challenges to collaboration

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Objectives

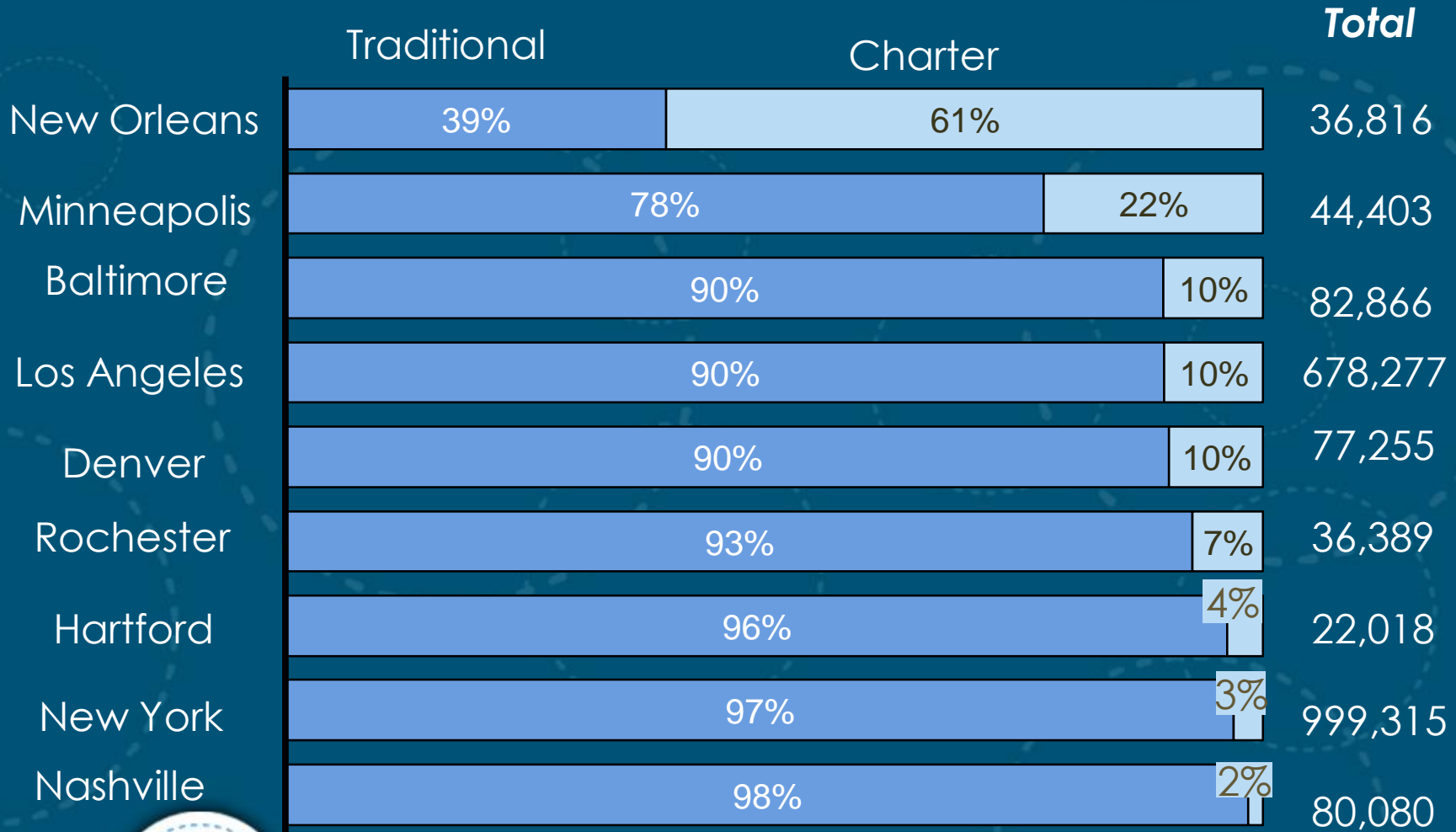
- Ensure a level playing field for all students (move toward portfolio management model)
- Encourage both sectors to share resources, responsibilities
- Disseminate high-potential ideas for collaboration, innovation, and student achievement
- Create a structure to build trust, enable leading cities to push each other, set a new bar

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Student enrollment breakdown in Cohort 1 cities



Source: NAPCS

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CRPE's Role

- Track progress of, and provide support to, each compact site
- Facilitate problem-solving sessions and networking opportunities
- Identify important compact breakthroughs and barriers
- Report on implementation across compacts, including analysis of local contexts and policies

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Competition Paradigm

- Autonomous schools seen as resource drain, threat to job and control
- Central office runs all schools
- Resources hoarded for district-managed schools

Collaboration Paradigm

- Autonomous schools are seen as assets, collaborators
- District's job is service provider, monitor of quality
- Resources shared, follow students

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**Each city is pursuing different
types of collaboration**

I. Sharing *Best Practices*

II. Sharing *Resources*

III. Sharing *Responsibility*

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Compacts cover broad topics

Equity and
Access

Financial
Resources

Advocacy
and policy-
shaping

Facilities

School
accountability

Teacher and
principal
effectiveness

Sample Commitments from Cohort 1

- A joint district-charter initiative **created a template** for how teachers can develop and refine detailed year-long plans. The templates, and other materials are now **available more broadly.** –Washington D.C.
- 2 charter and 1 district middle school share a **common enrollment zone**, and every student living within the zone is **guaranteed a spot** at one of the schools. –Denver
- A campus with a **co-located** district and charter school are piloting an active collaboration partnership. Students **share lunch and recess** and **joint staff meetings** will be held throughout the year. –Los Angeles

“But both supporters and skeptics... agree that so far the [district-charter] cooperative efforts are not widespread nor are most of them very deep”

**Education
Week**

November 18,
2010

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To Share or Not to Share... (e.g., Denver)

- Voter-approved bond funds
- Title III Grant Funds (federal grant funding for ELLs)
- Foundation X grant for teacher-effectiveness
- Flu-preparedness kits
- Technology funding
- Special education funding

Compact Offers Opportunity to Shift Tone and Substance

Look, we've had a combative history with charters, but today we are setting a new expectation for collaboration and that high-quality education be delivered to all students in the city – whether through a traditional or charter school.

– District Leader

Seeing the Superintendent at the table in this effort made a huge impact on our commitment. We recognize the risk the district is taking on and it's up to all of us to make this work.

– Charter Leader